

NEVADA Connections

Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

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New and improved: Nevada's literacy Web site

For the past two months, key adult educators have been refining Nevada's literacy Web site, www.literacynet.org/nevada, to ensure quality and ease of use. Check out these new features:

- ✓ Click on "Adult Education in Nevada" and follow the link to "MK's Message" for a monthly update from Mary Katherine Moen, Nevada's Adult Education Consultant.
- ✓ Click on "Nevada Literacy Coalition" to access a current calendar of events, directory of non-profit instructional providers, and other resources maintained by the Nevada State Library and Archives.
- ✓ All of the links from the buttons along the left, (under Features, Literacy Resources, and Quick Reference) are being enhanced. For example:
 - Click on "Teacher/Tutor" to access resources for educators.
 - Click on "Student/Learner" to see recently posted GED links for students.

And notice that both pages need more resources! While there are many lists of resources available all over the Internet, we seek **quality** resources that have been developed especially by or for Nevadans or that have been recommended by Nevada's experts. We don't want to blindly post unevaluated resources — we want people who visit our Web site to know that they are getting resources that their Nevada colleagues believe are valuable. Please email Sharyn Yanoshak, saylv@cox.net, for more information.

Nevada's literacy Website is designed and maintained by Literacyworks (<http://literacyworks.org>). Literacyworks manages Western/Pacific LINC'S (<http://www.literacynet.org/lincs/>), which is part of the National LINC'S Program.

Free, CD-based Pre-service Training available to Nevadans

The purpose of this self-paced, interactive training is to provide information common to all AEFLA-funded programs in Nevada so that new hires and volunteers can work independently to become acclimated to teaching and tutoring adult ABE/ESL students in Nevada. The online course is **FREE** to all adult educators who work in Nevada programs funded through AEFLA (Adult Education and Family literacy Act) and to all other adult educators as resources permit.

For more information, contact: Sharyn Yanoshak, saylv@cox.net, 702/253-6280.





Many ways to wisdom

Findings from the Adult Multiple Intelligences Study

The Adult Multiple Intelligences (MI) Study was the first systematic effort related to multiple intelligences (MI) theory in adult literacy education. Researchers Silja Kallenbach and Julie Viens hypothesized that MI theory would be useful in responding to four well-documented needs and conditions in adult literacy education: the high incidence of learning difficulty, the low self-efficacy among adult learners, the need to improve learner retention rates, and the limited professional development opportunities for adult literacy educators.

They posed the question: How can MI theory support instruction and assessment in programs for adult basic education, adult secondary education, and English for speakers of other languages?

Some Key Findings

- MI efforts can result in high levels of adult learner engagement.
- Choice-based activities increased students' confidence about learning.
- Connecting MI Reflections activities to broader learner goals is important.

Implications for Practice

- There is now a foundation of MI practice in adult literacy education that practitioners can examine and apply.
- Teachers need an understanding of MI theory as well as access and willingness to implement diverse learning activities.
- Programs must express institutional support for teachers to engage in and sustain MI-based practices.

For more on this study (titled "Open to Interpretation: Multiple Intelligences Theory in Adult Literacy Education"), visit <http://ncsall.gse.harvard.edu>, click on "Publications" (along the left), then on "NCSALL Research Briefs" (about 2/3 down the page); or visit the Study's Web site at <http://pzweb.harvard.edu/ami/>

Multiple Intelligences Theory
Introduced by Dr. Howard Gardner, this theory proposes that:

- there are at least eight intelligences (linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal);
- intelligences operate in combination; and
- every person has a profile of intelligences that is manifested as different areas of strength.

Can you raed tihs?

Editor's note: Several educators emailed this interesting piece ...

Aoccdrnig to rscheearch at Cmabrigde Unervtisy, it deosn't mttae in waht oredr the ltteers in a wrod are, the olny iprmoeintn thng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a total mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

PSE pays!

A recent study that was part of the National Evaluation of Welfare-to-Work Strategies found that over three years, high school non-graduates who participated in basic education followed by post-secondary training or education earned an impressive 47% more than high school non-graduates who participated in basic education alone. — *Garrett Murphy, NAEPDC Policy Analyst, 12/30/02*

Elvia's vacation became commitment to education



There is little doubt that Elvia Garcia, Administrative Assistant to Teri Zutter at Western Nevada Community College's ABE/ESL program, "likes to work." She first came to the United States from Mexico City — temporarily, she thought — for a "little vacation and to go to school." Elvia is still here, working and studying!

In the early 90s, Elvia enrolled as an ESL student at WNCC and bussed tables at the Carson Nugget. One of her regular customers tried to date her, but communication was difficult, as Ralph did not speak Spanish and Elvia did not speak English. Ralph is a patient man, and a year later he talked Elvia into a

coffee date. They married in 1993 and had Rafael one year later.

Elvia continued to work. She took a position at the Chromolly Nevada factory, making airline parts. Her love of people led her to volunteer at Nevada Hispanic Services, a move, which eventually led to a part-time position and the realization that what really satisfied her, was doing administrative work that helped others. Two years ago, she joined the WNCC ABE/ESL program as a part-time administrative aide. Now she is full-time, and along with assisting Teri, she helps with registration and orientation. "Elvia is kind, calm, and rock-solid consistent," enthused Teri. "She is the heart of our program."

Elvia's soft voice and calm demeanor mask an energetic enthusiasm and firm determination. "I feel really good about being part of our students' successes," she said. She is pursuing an Associate degree in business at WNCC because, "I'd like to eventually start my own business, although I realize it may take me a while yet."

In the meantime, she enjoys spending time with her family and their animals — Bonbon the dog and six parakeets. She also enjoys riding horses with friends and looks forward to trips back to Mexico and "someday to Hawaii or Spain."

Chocolate works for student retention/motivation

WNCC reports great success with its "chocolate for progress" program. The ABE/ESL program rewards students who have completed a level with a box of chocolates! They are packaged four to a gold foil box — two dark chocolates and two milk chocolates. Two are imprinted with "ESL," two with "Bravo!"



"The chocolate program is one component of a holistic approach to retention," said Program Director Teri Zutter. "I visit each classroom at the beginning of each session and explain how AEFLA programs obtain funding, why we chose our curriculum, why the program gives tests, and what the results mean. The discussion gives me a chance to show students that we empathize with their family, work, and responsibility constraints and to ask for input regarding program structure and retention. This approach gets the students thinking about their own goals, creates buy-in directly from the students, and involves them in the evaluation of the program quality as well as evaluating their own progress."

"We award the chocolates at the beginning of the class session following the session in which they were earned. Giving them with an audience creates peer support and a little healthy competition — every student wants their own box of chocolate and is willing to work for it!"

The first chocolates were awarded after the summer 2003 session. Office staff telephoned students who had "earned" chocolates but did not reenroll for the first fall session. Many students who came to the office to obtain their chocolate enrolled for the second fall session, asked for resources to overcome barriers to attending another class, or have just reveled in their own success, re-igniting their own motivation.

WNCC also awards Certificates, signed by the President of the College, that specify the levels the student moved from and to.

For more information on this innovative idea, contact Teri at 775/445-4453, tzutter@wncc.nevada.edu.

Connecting resources for Nevada's adult workforce

Free workshops in December and January

<u>Title/date/place</u>	<u>Host (contact)</u>	<u>Presenter and objectives</u>
Teaching and Learning Styles 12/12/03 Sparks	Geri Sabori, Northern NV Literacy Council 775/356-1007; eslcoordinator@nnlc.org	Joan Cook Identify the elements of one's teaching style and develop an understanding of how that style impacts learners. Understand how the styles of teachers and learners interact and discover methods to effectively utilize and harmonize them with the diversity of style in the classroom. Develop learning environments that encourage the use of a variety of learning styles.
12/13/03 Las Vegas	Nita Russell-Latham, Catholic Charities 702/693-6761; jlatham@catholiccharities.com	
1/24/04 Carson City	Teri Zutter, Western NV Community College 775/445-4453; tzutter@wncc.nevada.edu	
Learner-centered Teaching Strategies For ESL Classrooms 1/17/04 Las Vegas	Maxine Frauman-Prickel Cynthia Pierrott Community College of So. NV 702/651-4296; cynthiapierrott@hotmail.com	Provide participants with a bank of strategies from which to draw in lesson design and implementation. Provide an understanding of the student's role and teacher's role in learner-centered instructional design. Model, experience, and practice effective instructional strategies for individual and cooperative learning environments.
Bridges to Practice Part 1 1/9/04 Elko	Jennifer Miller Great Basin College 775/778-3355 miller14@gbcnv.edu	Jennifer Miller Preparing to Serve Adults with Learning Disabilities: Understand the definition of learning disabilities. Review the legal implications related to adults with learning disabilities. Develop a plan of action.
Part 2 1/23/04 Elko		The Assessment Process: Understand assessment for adults with learning disabilities. Learn about different screening instruments for adults with learning disabilities. Develop a plan of action.